



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

360 N Bisbee Ave, Willcox, AZ 85643

Willcox Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Doris Mae Jones
Schedule : 07:00 AM to 04:00 PM
Grades : 4-8
Web Address :
Phone Number : (520) 384-4218
Fax Number : (520) 384-6322
E-mail : jonesd@willcox.k12.az.us

Mission

WMS will provide a safe positive learning environment for all children regardless of individual differences. We believe the pupil should be assisted in developing positive values and that the pupil is accountable for his/her own actions. It is the goal of the school to have all students meet or exceed Arizona State Standards.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students meet or exceed Arizona State Standards as measured by Arizona's Instrument to Measure Standards (AIMS) and Terra Nova.
- ü Teachers will demonstrate utilization of research based instruction and SDAIE strategies as evident in lesson plans and classroom instruction.
- ü Teachers will reflect the teaching of the state core standards as evident in lesson plans, and classroom observations.

Enrollment

October 1, 2005 School Year Student Enrollment : 542
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 4

Instructional Programs

- ü SEI - Inclusion/SE - Inclusion
- ü Migrant Education
- ü Traditional Core Classes/Sub. Special
- ü Fine Arts,Choir, Band Strings, Drama
- ü Alternative Classroom

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 25 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

All students will be provided a safe learning environment and an opportunity to be educated academically and socially, so as to become productive citizens. Teachers will have high expectations for themselves and students. Teachers will implement research based instructional strategies based on school needs according to data driven decisions, and school demographics.

Parents

Parents of Willcox students are expected to provide a home environment for their children which is conducive to learning. This includes providing a quiet place in the home for studying, proper nourishment and a supportive network for the student. It is the responsibility of the parent to see that the student attends classes on a regular basis. All parents are expected to be active participants in their child's education. Parent involvement is encouraged.

Transportation Policy

Within the 926 square miles of its boundaries, the district provides bus service to all students who live more than one mile from school, to special education students whose disabling conditions require transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 8th Grade Girls BasketballJaguar Classic 2nd place	2002
ü Yearbook National Cover Award 1st	2003
ü WMS Knowledge Bowl Went Undeclared, Conference Champion	2002
ü Year book National Cover Award Runner-Up	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	98	80147	99	99	99	467	467	482	12	12	11	28	28	17	49	49	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39281	98	98	99	476	476	483	11	11	9	20	20	17	52	52	50	16	16	24
Male	54	54	40780	100	100	98	460	460	482	13	13	12	33	33	17	46	46	48	7	7	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	48	48	33494	100	100	99	453	453	466	19	19	15	38	38	23	33	33	49	10	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	48	48	36122	98	98	99	482	482	501	4	4	5	19	19	10	65	65	50	13	13	35
Students with Disabilities	15	15	10295	100	100	92	440	440	443	27	27	33	33	33	26	40	40	33	NA	NA	8
Students without Disabilities	83	83	69852	99	99	100	471	471	488	10	10	7	27	27	16	51	51	51	13	13	26
Limited English Proficient Students	27	27	12722	96	96	97	428	428	441	22	22	27	59	59	33	19	19	37	NA	NA	3
Migrant Students	15	15	622	94	94	97	436	436	454	20	20	19	53	53	30	27	27	43	NA	NA	8
Economically Disadvantaged	72	72	38371	97	97	97	459	459	465	15	15	15	32	32	23	42	42	49	11	11	13
Non-Economically Disadvantaged	26	26	41776	100	100	100	489	489	498	4	4	6	15	15	11	69	69	49	12	12	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	98	79686	99	99	98	458	458	470	18	18	11	26	26	24	52	52	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39163	98	98	99	471	471	475	14	14	9	23	23	22	55	55	60	9	9	10
Male	54	54	40438	100	100	97	447	447	465	22	22	13	28	28	25	50	50	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	48	48	33299	100	100	98	443	443	452	27	27	17	31	31	32	42	42	47	NA	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	--	--	--	44	--	--	2
White	48	48	35914	98	98	98	474	474	489	8	8	5	19	19	15	65	65	67	8	8	14
Students with Disabilities	15	15	9808	100	100	87	418	418	432	47	47	35	27	27	32	27	27	30	NA	NA	3
Students without Disabilities	83	83	69878	99	99	100	464	464	475	13	13	8	25	25	23	57	57	61	5	5	9
Limited English Proficient Students	27	27	12594	96	96	96	423	423	422	33	33	34	41	41	45	26	26	21	NA	NA	0
Migrant Students	15	15	611	94	94	95	438	438	439	20	20	22	40	40	39	40	40	37	NA	NA	2
Economically Disadvantaged	72	72	38095	97	97	97	447	447	452	24	24	17	31	31	32	43	43	48	3	3	3
Non-Economically Disadvantaged	26	26	41591	100	100	99	488	488	486	4	4	6	12	12	16	77	77	65	8	8	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	99	80372	100	100	99	452	452	475	8	8	4	42	42	30	49	49	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	44	39452	98	98	99	476	476	488	2	2	3	32	32	22	66	66	72	NA	NA	3
Male	55	55	40836	100	100	98	434	434	464	13	13	6	51	51	37	36	36	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	49	49	33608	100	100	99	445	445	462	10	10	6	51	51	36	39	39	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	48	48	36213	98	98	99	460	460	489	6	6	2	33	33	22	60	60	72	NA	NA	3
Students with Disabilities	15	15	10526	100	100	94	426	426	427	13	13	15	60	60	53	27	27	31	NA	NA	1
Students without Disabilities	84	84	69846	100	100	100	457	457	482	7	7	3	39	39	26	54	54	69	NA	NA	2
Limited English Proficient Students	28	28	12747	100	100	97	421	421	432	18	18	12	61	61	52	21	21	36	NA	NA	0
Migrant Students	16	16	621	100	100	97	435	435	452	19	19	9	50	50	40	31	31	51	NA	NA	0
Economically Disadvantaged	73	73	38521	99	99	98	442	442	461	11	11	6	45	45	38	44	44	55	NA	NA	1
Non-Economically Disadvantaged	26	26	41851	100	100	100	481	481	489	NA	NA	3	35	35	22	65	65	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	79306	96	96	99	475	475	504	29	29	13	25	25	20	37	37	49	10	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38845	100	100	99	477	477	505	25	25	11	31	31	20	36	36	50	8	8	18
Male	37	37	40383	93	93	98	474	474	504	32	32	14	19	19	19	38	38	47	11	11	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	41	41	32673	95	95	99	456	456	487	39	39	18	32	32	25	29	29	46	NA	NA	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	31	31	36234	97	97	99	501	501	523	16	16	6	13	13	13	48	48	52	23	23	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	64	64	69020	97	97	100	480	480	510	23	23	9	25	25	18	41	41	52	11	11	21
Limited English Proficient Students	19	19	10291	95	95	96	438	438	458	58	58	38	37	37	34	5	5	26	NA	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	53	53	37437	95	95	97	464	464	486	36	36	19	28	28	26	32	32	46	4	4	9
Non-Economically Disadvantaged	20	20	41869	100	100	100	506	506	521	10	10	7	15	15	14	50	50	51	25	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	74	79000	97	97	98	464	464	489	24	24	10	36	36	24	38	38	58	1	1	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	38774	100	100	99	472	472	494	22	22	7	31	31	22	44	44	61	3	3	10
Male	38	38	40150	95	95	98	457	457	485	26	26	12	42	42	25	32	32	55	NA	NA	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	41	41	32508	95	95	98	444	444	472	39	39	15	37	37	33	24	24	49	NA	NA	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	32	32	36135	100	100	98	489	489	508	6	6	4	34	34	14	56	56	67	3	3	15
Students with Disabilities	10	10	9991	100	100	88	NA	NA	449	NA	NA	33	NA	NA	36	NA	NA	29	NA	NA	2
Students without Disabilities	64	64	69009	97	97	100	469	469	495	22	22	6	33	33	22	44	44	62	2	2	10
Limited English Proficient Students	19	19	10199	95	95	95	421	421	439	63	63	35	37	37	47	NA	NA	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	54	54	37234	96	96	97	453	453	472	31	31	15	43	43	33	26	26	50	NA	NA	3
Non-Economically Disadvantaged	20	20	41766	100	100	99	493	493	505	5	5	5	20	20	16	70	70	65	5	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	79611	99	99	99	476	476	496	11	11	7	55	55	37	35	35	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	36	39016	100	100	99	496	496	511	6	6	4	56	56	29	39	39	66	NA	NA	1
Male	39	39	40519	98	98	98	458	458	482	15	15	10	54	54	44	31	31	46	NA	NA	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	42	42	32855	98	98	99	469	469	481	10	10	10	62	62	43	29	29	47	NA	NA	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	32	32	36380	100	100	99	486	486	511	13	13	4	44	44	30	44	44	65	NA	NA	1
Students with Disabilities	10	10	10664	100	100	94	NA	NA	440	NA	NA	23	NA	NA	54	NA	NA	22	NA	NA	1
Students without Disabilities	65	65	68947	98	98	100	487	487	504	5	5	4	55	55	34	40	40	61	NA	NA	1
Limited English Proficient Students	19	19	10362	95	95	97	446	446	438	16	16	22	68	68	57	16	16	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	55	55	37626	98	98	98	467	467	479	11	11	10	62	62	45	27	27	45	NA	NA	0
Non-Economically Disadvantaged	20	20	41985	100	100	100	500	500	511	10	10	4	35	35	30	55	55	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	106	79327	99	99	98	492	492	518	29	29	19	25	25	20	43	43	46	3	3	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	38961	100	100	98	497	497	520	23	23	16	25	25	20	50	50	48	2	2	16
Male	54	54	40295	96	96	97	488	488	516	35	35	21	24	24	19	37	37	44	4	4	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	66	66	32327	99	99	98	482	482	499	36	36	27	30	30	25	33	33	41	NA	NA	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	39	39	36373	100	100	98	509	509	538	18	18	10	15	15	14	59	59	52	8	8	25
Students with Disabilities	11	11	9321	92	92	87	440	440	467	73	73	54	18	18	22	9	9	21	NA	NA	3
Students without Disabilities	95	95	70006	100	100	100	498	498	524	24	24	14	25	25	19	47	47	49	3	3	18
Limited English Proficient Students	22	22	9431	96	96	95	460	460	466	59	59	53	23	23	27	18	18	18	NA	NA	1
Migrant Students	14	14	635	93	93	94	477	477	488	29	29	31	50	50	29	21	21	36	NA	NA	4
Economically Disadvantaged	80	80	37097	98	98	97	486	486	498	33	33	27	28	28	25	38	38	41	3	3	7
Non-Economically Disadvantaged	26	26	42230	100	100	99	511	511	535	19	19	11	15	15	15	62	62	50	4	4	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79501	100	100	98	482	482	497	17	17	10	27	27	25	56	56	60	NA	NA	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39062	100	100	99	489	489	502	13	13	8	25	25	23	62	62	64	NA	NA	5
Male	55	55	40368	98	98	98	475	475	491	20	20	13	29	29	27	51	51	57	NA	NA	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	67	67	32389	100	100	98	470	470	478	25	25	16	30	30	34	45	45	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	39	39	36446	100	100	99	503	503	516	3	3	4	23	23	15	74	74	73	NA	NA	7
Students with Disabilities	12	12	9411	100	100	88	439	439	453	58	58	36	17	17	36	25	25	26	NA	NA	1
Students without Disabilities	95	95	70090	100	100	100	487	487	502	12	12	7	28	28	24	60	60	65	NA	NA	5
Limited English Proficient Students	23	23	9401	100	100	94	440	440	443	57	57	40	30	30	46	13	13	14	NA	NA	0
Migrant Students	14	14	642	93	93	95	462	462	465	29	29	24	21	21	41	50	50	35	NA	NA	0
Economically Disadvantaged	81	81	37183	99	99	97	476	476	479	21	21	16	28	28	34	51	51	49	NA	NA	1
Non-Economically Disadvantaged	26	26	42318	100	100	99	501	501	513	4	4	5	23	23	17	73	73	70	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	80000	100	100	99	530	530	564	3	3	3	23	23	11	71	71	75	3	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	52	39288	100	100	99	550	550	579	2	2	2	10	10	6	85	85	77	4	4	16
Male	56	56	40644	100	100	98	513	513	549	4	4	4	36	36	15	59	59	74	2	2	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	68	68	32672	100	100	99	515	515	548	4	4	4	28	28	14	65	65	76	3	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	39	39	36602	100	100	99	555	555	579	NA	NA	2	15	15	7	82	82	75	3	3	16
Students with Disabilities	12	12	9919	100	100	93	462	462	505	8	8	9	67	67	35	17	17	54	8	8	2
Students without Disabilities	96	96	70081	100	100	100	538	538	571	2	2	2	18	18	7	78	78	79	2	2	12
Limited English Proficient Students	23	23	9571	100	100	96	460	460	502	13	13	10	48	48	29	39	39	60	NA	NA	1
Migrant Students	15	15	654	100	100	97	516	516	534	NA	NA	7	33	33	16	67	67	74	NA	NA	3
Economically Disadvantaged	82	82	37534	100	100	98	520	520	547	4	4	4	28	28	15	66	66	76	2	2	5
Non-Economically Disadvantaged	26	26	42466	100	100	100	562	562	578	NA	NA	2	8	8	7	88	88	75	4	4	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	78546	92	92	97	538	538	543	14	14	15	23	23	18	50	50	52	13	13	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	43	38645	90	90	98	536	536	545	9	9	13	35	35	18	40	40	54	16	16	15
Male	59	59	39792	92	92	97	538	538	542	17	17	17	15	15	17	58	58	50	10	10	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	49	49	31177	88	88	97	523	523	524	22	22	22	29	29	23	39	39	48	10	10	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	52	52	36450	95	95	97	550	550	563	6	6	7	19	19	12	60	60	57	15	15	23
Students with Disabilities	11	11	8093	61	61	82	518	518	489	27	27	50	9	9	24	55	55	23	9	9	2
Students without Disabilities	92	92	70453	98	98	100	540	540	549	12	12	11	25	25	17	50	50	56	13	13	16
Limited English Proficient Students	14	14	9323	93	93	94	482	482	491	57	57	47	29	29	28	14	14	24	NA	NA	1
Migrant Students	12	12	674	80	80	95	499	499	515	33	33	28	42	42	27	25	25	40	NA	NA	5
Economically Disadvantaged	69	69	34694	87	87	96	532	532	524	17	17	23	25	25	23	48	48	48	10	10	7
Non-Economically Disadvantaged	34	34	43852	100	100	99	551	551	559	6	6	10	21	21	13	56	56	56	18	18	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	109	79045	97	97	98	507	507	512	11	11	10	30	30	25	52	52	58	6	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	46	38860	96	96	98	509	509	519	13	13	7	30	30	22	48	48	62	9	9	8
Male	62	62	40075	97	97	97	504	504	505	10	10	12	31	31	28	56	56	54	3	3	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	53	53	31314	95	95	98	485	485	493	21	21	16	38	38	34	42	42	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	54	54	36730	98	98	98	526	526	532	2	2	4	24	24	16	63	63	68	11	11	12
Students with Disabilities	16	16	8552	89	89	87	475	475	463	25	25	35	38	38	40	38	38	23	NA	NA	1
Students without Disabilities	93	93	70493	99	99	100	512	512	517	9	9	7	29	29	24	55	55	62	8	8	8
Limited English Proficient Students	15	15	9355	100	100	95	452	452	456	40	40	37	53	53	48	7	7	15	NA	NA	0
Migrant Students	13	13	682	87	87	96	464	464	480	23	23	23	54	54	37	23	23	39	NA	NA	1
Economically Disadvantaged	75	75	34922	95	95	96	494	494	493	16	16	15	33	33	34	48	48	48	3	3	3
Non-Economically Disadvantaged	34	34	44123	100	100	99	536	536	527	NA	NA	6	24	24	18	62	62	66	15	15	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	112	79657	100	100	99	541	541	566	4	4	3	14	14	8	81	81	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	47	39120	98	98	99	561	561	580	2	2	2	9	9	4	89	89	92	NA	NA	2
Male	64	64	40423	100	100	98	526	526	553	6	6	5	19	19	12	75	75	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	55	55	31642	98	98	99	529	529	552	5	5	5	24	24	11	71	71	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	55	55	36929	100	100	99	552	552	579	4	4	2	5	5	5	91	91	91	NA	NA	2
Students with Disabilities	18	18	9069	100	100	92	512	512	508	6	6	11	33	33	30	61	61	58	NA	NA	1
Students without Disabilities	94	94	70588	100	100	100	547	547	573	4	4	2	11	11	5	85	85	91	NA	NA	1
Limited English Proficient Students	15	15	9521	100	100	96	455	455	507	20	20	13	47	47	24	33	33	63	NA	NA	0
Migrant Students	15	15	694	100	100	98	501	501	546	7	7	5	40	40	12	53	53	82	NA	NA	1
Economically Disadvantaged	78	78	35341	99	99	97	531	531	551	5	5	5	18	18	12	77	77	83	NA	NA	0
Non-Economically Disadvantaged	34	34	44316	100	100	100	566	566	578	3	3	2	6	6	5	91	91	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	123	78400	95	95	97	536	536	554	25	25	21	28	28	19	45	45	47	2	2	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	38686	99	99	98	534	534	554	27	27	20	27	27	20	45	45	49	1	1	12
Male	56	56	39636	90	90	96	538	538	554	23	23	23	29	29	18	45	45	46	4	4	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	65	65	30732	93	93	97	527	527	534	40	40	31	22	22	24	35	35	40	3	3	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	56	56	37038	97	97	97	547	547	575	9	9	11	34	34	14	55	55	56	2	2	19
Students with Disabilities	NC	NC	7840	NC	NC	81	NC	NC	498	NC	NC	60	NC	NC	18	NC	NC	20	NC	NC	2
Students without Disabilities	115	115	70560	100	100	99	538	538	560	23	23	17	28	28	19	46	46	50	3	3	14
Limited English Proficient Students	21	21	8956	88	88	95	503	503	502	62	62	56	24	24	25	14	14	18	NA	NA	1
Migrant Students	21	21	676	100	100	95	530	530	523	33	33	38	24	24	25	43	43	36	NA	NA	1
Economically Disadvantaged	81	81	33014	92	92	95	529	529	534	31	31	31	28	28	24	40	40	40	1	1	5
Non-Economically Disadvantaged	42	42	45386	100	100	99	550	550	569	14	14	15	26	26	15	55	55	52	5	5	18

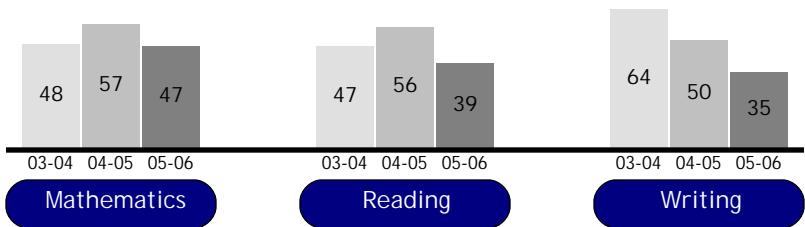
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	130	79179	100	100	98	516	516	519	11	11	11	32	32	27	51	51	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	68	38974	100	100	99	526	526	524	7	7	8	25	25	25	59	59	61	9	9	5
Male	62	62	40124	100	100	97	505	505	513	15	15	13	40	40	28	42	42	54	3	3	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	70	70	30987	100	100	98	499	499	498	17	17	17	40	40	36	40	40	45	3	3	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	58	58	37467	100	100	98	535	535	539	3	3	5	24	24	17	62	62	70	10	10	8
Students with Disabilities	15	15	8567	100	100	88	470	470	467	33	33	39	53	53	38	13	13	22	NA	NA	1
Students without Disabilities	115	115	70612	100	100	99	521	521	524	8	8	7	30	30	25	56	56	62	7	7	5
Limited English Proficient Students	24	24	9013	100	100	95	466	466	461	38	38	40	50	50	48	13	13	12	NA	NA	0
Migrant Students	21	21	680	100	100	96	493	493	487	14	14	20	43	43	43	43	43	36	NA	NA	1
Economically Disadvantaged	88	88	33345	100	100	96	504	504	499	15	15	17	38	38	36	43	43	46	5	5	1
Non-Economically Disadvantaged	42	42	45834	100	100	99	542	542	533	2	2	7	21	21	19	67	67	67	10	10	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	129	79734	99	99	99	547	547	554	4	4	3	18	18	19	78	78	78	1	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	67	39243	99	99	99	565	565	568	3	3	2	6	6	12	90	90	85	1	1	1
Male	62	62	40413	100	100	98	529	529	541	5	5	4	31	31	26	65	65	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	69	69	31254	99	99	99	536	536	539	6	6	5	20	20	25	74	74	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	58	58	37668	100	100	99	562	562	569	2	2	1	14	14	13	83	83	85	2	2	1
Students with Disabilities	15	15	8943	100	100	92	500	500	495	13	13	11	47	47	51	33	33	38	7	7	1
Students without Disabilities	114	114	70791	99	99	100	552	552	561	3	3	2	14	14	15	83	83	83	NA	NA	0
Limited English Proficient Students	23	23	9138	96	96	97	487	487	492	13	13	13	48	48	46	39	39	40	NA	NA	NA
Migrant Students	21	21	687	100	100	97	520	520	528	10	10	6	24	24	28	67	67	65	NA	NA	NA
Economically Disadvantaged	87	87	33718	99	99	97	536	536	538	5	5	5	23	23	26	72	72	69	NA	NA	0
Non-Economically Disadvantaged	42	42	46016	100	100	100	571	571	567	2	2	2	7	7	14	88	88	84	2	2	1

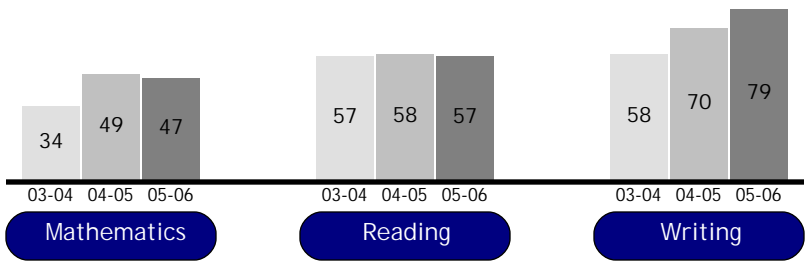
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	97	47	NA	56	98	33	33	48	98	41	41	52
	Language	98	46	46	52	98	33	33	49	98	41	41	52
	Mathematics	100	44	44	61	98	34	34	53	98	44	44	58
5	Reading	98	55	NA	55	98	41	41	50	97	43	43	56
	Language	98	49	49	49	98	38	38	50	97	35	35	54
	Mathematics	97	64	64	63	98	42	42	49	96	34	34	52
6	Reading	91	53	NA	56	99	45	45	51	100	44	44	56
	Language	96	45	45	48	99	44	44	47	100	32	32	50
	Mathematics	95	69	69	66	99	52	52	52	100	37	37	58
7	Reading	96	52	NA	54	97	46	46	50	96	48	48	54
	Language	97	61	61	58	97	48	48	52	98	54	54	58
	Mathematics	97	62	62	62	97	47	47	50	92	52	52	54
8	Reading	97	62	NA	55	98	49	49	51	98	52	52	58
	Language	99	61	61	52	98	48	48	50	98	52	52	56
	Mathematics	97	64	64	61	97	48	48	53	93	54	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 3 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Parent/Educator Relations
- ü Extracurricular Activities
- ü Student Discipline Policies
- ü School Safety Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	13.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	3	0	0
4 to 6 years	4	6	1	0
7 to 9 years	4	1	0	0
10 or more years	7	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	175
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	14%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- ü Library/Media Center
- ü Gym
- ü 2 Computer Labs

Extracurricular Activities

- ü Student Council
- ü Strings
- ü Athletics
- ü Band
- ü Knowledge Bowl
- ü Choir
- ü Art Club

Social Services

- ü Counseling Services
- ü Multiple Agency Taskforce
- ü WASA/Substance Abuse/Youth Court
- ü Recreational Activities
- ü Migrant Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü School accomplished performing status 2006

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school currently is working with the School Resource Officer, WASA Program Intervention Program, probation officer, to insure student and staff safety. In addition anger management, anti-bullying prevention and an alternative program is currently being established as an intervention to help prevent aggressive behavior before it begins. A new four level discipline program has been implemented, which has reduced the number of referrals and referrals to law enforcement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

32

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Doris Jones	(520) 384-8741
Transportation Policy	Tom Currin	(520) 384-8854
Community Resources	Dale Bennett	(520) 384-8739
School Nutrition Programs	Jon Walker	(520) 384-8665
Parent Organization	Barbara Mertz	(520) 384-3398
Student Health/Nurse	Susan Poire	(520) 384-8735

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 499 Copies = \$194.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.